

NIX ELEMENTARY

770 Stilton Road
Orangeburg, SC 29115

GRADES K-5 Elementary School

ENROLLMENT 307 Students

PRINCIPAL Dr. Casandra H. Jenkins 803-534-5982

SUPERINTENDENT Mr. Melvin Smoak 803-534-5454

BOARD CHAIR Mr. Melvin Crum 803-534-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	46	47	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

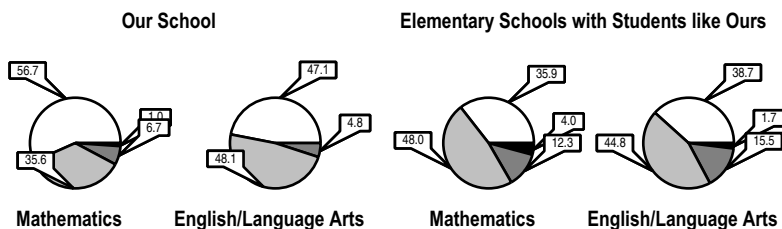
FOR MORE INFORMATION, VISIT WEBSITES AT:




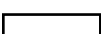
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Excellent	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	28	28	20
Percent satisfied with learning environment	71.4%	78.6%	88.2%
Percent satisfied with social and physical environment	75.0%	60.7%	88.2%
Percent satisfied with home-school relations	35.7%	75.0%	88.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	129	100.0	47.1	48.1	4.8	N/A	4.8	17.6
Gender								
Male	67	100.0	45.8	49.2	5.1	N/A	5.1	17.6
Female	62	100.0	48.9	46.7	4.4	N/A	4.4	17.6
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	128	100.0	47.6	47.6	4.9	N/A	4.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	109	100.0	50.6	44.6	4.8	N/A	4.8	17.6
Disabled	20	100.0	33.3	61.9	4.8	N/A	4.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	129	100.0	47.1	48.1	4.8	N/A	4.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	129	100.0	47.1	48.1	4.8	N/A	4.8	17.6
Socio-Economic Status								
Subsidized meals	112	100.0	48.3	46.1	5.6	N/A	5.6	17.6
Full-pay meals	16	100.0	40.0	60.0	N/A	N/A	N/A	17.6

Mathematics								
All students	129	100.0	56.7	35.6	6.7	1.0	7.7	15.5
Gender								
Male	67	100.0	54.2	39.0	5.1	1.7	6.8	15.5
Female	62	100.0	60.0	31.1	8.9	N/A	8.9	15.5
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	128	100.0	57.3	35.0	6.8	1.0	7.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	109	100.0	53.0	37.3	8.4	1.2	9.6	15.5
Disabled	20	100.0	71.4	28.6	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	129	100.0	56.7	35.6	6.7	1.0	7.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	129	100.0	56.7	35.6	6.7	1.0	7.7	15.5
Socio-Economic Status								
Subsidized meals	112	100.0	57.3	37.1	4.5	1.1	5.6	15.5
Full-pay meals	16	100.0	53.3	26.7	20.0	N/A	20.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	37	N/A	33.3	61.1	5.6	N/A	5.6
	Grade 4	60	N/A	30.8	55.8	11.5	1.9	13.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	48	100.0	42.5	50.0	7.5	N/A	7.5
	Grade 4	34	100.0	46.4	46.4	7.1	N/A	7.1
	Grade 5	47	100.0	52.8	47.2	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	37	N/A	50.0	44.4	5.6	N/A	5.6
	Grade 4	60	N/A	48.1	42.3	7.7	1.9	9.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	48	100.0	67.5	32.5	N/A	N/A	N/A
	Grade 4	34	100.0	32.1	42.9	21.4	3.6	25.0
	Grade 5	47	100.0	63.9	33.3	2.8	N/A	2.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 307)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.5%	2.4%
Attendance rate	95.1%	Down from 97.3%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	1.9%	Up from 1.0%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.4%	Up from 5.6%	8.3%	8.0%
Older than usual for grade	7.5%	Down from 9.4%	2.9%	1.1%
Suspended or expelled	0.0%	Down from 0.8%	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	57.1%	Down from 58.3%	46.9%	50.0%
Continuing contract teachers	78.6%	Down from 87.5%	77.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.4%	Down from 89.2%	80.2%	86.2%
Teacher attendance rate	95.8%	Down from 96.3%	95.1%	95.3%
Average teacher salary	\$41,024	Up 0.4%	\$38,505	\$39,909
Prof. development days/teacher	13.5 days	Up from 5.0 days	13.0 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	15.8 to 1	Up from 12.3 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.8%	Down from 91.5%	88.6%	89.7%
Dollars spent per pupil*	\$8,751	Up 26.8%	\$6,769	\$5,892
Percent spent on teacher salaries*	67.8%	Up from 66.1%	63.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Nix Elementary continues to inspire students, teachers, parents and the community to "Engage in the Eagle Mentality SOAR." We have a population of 320 students in child development through fifth grade with 280 students (89%) eligible for free or reduce-priced lunch. We are a Title I school on the cutting edge of improvement. Approximately, 56% of our students scored basic or above in English/language arts and 46% in mathematics on the 2000-2001 Palmetto Achievement Challenge Test. Over the past three years, we have continually shown gains - 16% in English/language arts and 12% in mathematics. This growth is attributed to the dedication and commitment of the Nix faculty, staff, and community. We believe that a key component to our children's improved academic achievement is the continuous monitoring and adjusting of the delivery of instruction.

Our community has an integral role in the success of our students. The New Brookland League, an active community group, volunteers weekly in our school Homework Center and provides our students with school supplies and materials twice during the school year. Parents, faculty, staff, students, business partners, and community members have truly taken a vested interest in the growth and development of our children. The activities, which have taken place during the 2002-2003 school year, can be identified on three different levels: school activities, teacher training, and student accomplishments.

School activities include a school-wide academic improvement workshop, continuation of extended day classes, incorporation of a Compaq Computer Laboratory, continuation of Accelerated Reader and Accelerated Math and extended time with music, art, and physical education.

Teachers have completed a Standards in Practice Course, participated in individual training in Accelerated Math, attended Kit Based Science Instruction training and attended Family Math and Science training.

Student accomplishments include full operation of the "Nixburg Post Office," Eighty-five percent participation in the Science Fair, Accelerated Reader and Super Eagle recognition and weekly Terrific Eagles recognition on the morning show for good behavior.

Casandra H. Jenkins, Ed.D., Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.